



TN

Department of
Education

Consolidated Planning & Monitoring Data Manual

Tennessee Department of Education | October 2017

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Overview

The Consolidated Planning & Monitoring (CPM) Data Manual is designed for attendance, enrollment, federal programs, and technology staff who work with CPM data in student information systems (SIS) and Education Information System (EIS). The manual will increase users' understanding of the data definitions, reporting requirements, and EIS research queries for economically disadvantaged, English learner, foster care, homeless, immigrant, migrant, runaway, and Title I students as well as parent/legal guardian military status.

Local education agencies (LEAs) and the Tennessee Department of Education (department) use data from EIS, ePlan, and surveys to:

- identify changes affecting students, teachers, schools, and districts;
- enhance planning and decision-making;
- maximize funding allocations; and
- meet reporting requirements.

CPM Contacts

If you have a question about a specific type of data, please reach out to the appropriate person listed below:

- Trish Kelly (Trish.Kelly@tn.gov): Data Steward
- Erin Christian (Erin.Christian@tn.gov): Neglected & Delinquent
- Rita Fentress (Rita.Fentress@tn.gov): School Improvement
- Dan Froemel (Dan.Froemel@tn.gov): Foster Care, Neglected & Delinquent
- Jan Lanier (Jan.Lanier@tn.gov): English Learners, Immigrant, Migrant
- Alyson Lerma (Alyson.Lerma@tn.gov): Economically Disadvantaged
- Crystal McCarver (Crystal.McCarver@tn.gov): Neglected & Delinquent
- Brinn Obermiller (Brinn.Obermiller@tn.gov): Family Engagement
- Renee Palakovic (Renee.Palakovic@tn.gov): Title I
- Justin Singleton (Justin.Singleton@tn.gov): Homeless, Runaway
- Keith Woodruff (Keith.Woodruff@tn.gov): Equitable Services

Types of Counts

- Level
 - State
 - LEA
 - School
- Time Frame
 - October 1 - Check your data several times before the count (e.g., month before, two weeks before, week before, day before).
 - Achievement test period
 - WIDA (English language proficiency) test period
 - School year

Data Collected in Surveys and ePlan

- Private school students participating in Title I
- Staff serving in Title I, Part A programs
- Students and staff in schools that receive School Improvement Grants (SIG)
- Students served in Title I, Part A Local Neglected Programs
- Students served in Title I, Part D, Neglected and Delinquent Programs
- Title VI LEA-level data

Required Federal Reporting

The categories listed below are required data for federal reporting.

- **English Learners**
 - English Language Background (L, W, 1, 2, 3, 4, F, N)
 - Language, Grade, Sex, Race-Ethnicity, Disability Status
 - Achievement and English Language Proficiency Test Results
 - Teachers
- **Homeless**
 - Homeless Enrolled and Primary Nighttime Residence
 - Homeless Served by McKinney-Vento Funds
 - Homeless Unaccompanied Youth
 - Age/Grade, English Learner (EL), IDEA, Migrant
 - Achievement Test Results
- **Immigrant**
 - Date First Enrolled in U.S. School
 - Grade, Sex, Country of Birth, Language

- **Migrant**
 - Age/Grade (Pre-K, K-12, Out-of-School Youth)
 - Sex, Race-Ethnicity, Disability Status
 - Achievement and English Language Proficiency Results
 - Qualifying Arrival Date (QAD), Program Type/Period
- **Title I**
 - Schoolwide (SW) and Targeted Assistance (TA) by Grade, Race-Ethnicity
 - IDEA, EL, Homeless, Migrant, Staff
 - TA Instructional and Support Services
- **Foster Care**
 - Achievement Test Results and Graduation Cohort
- **Military-Related**
 - Achievement Test Results

EIS

EIS is the:

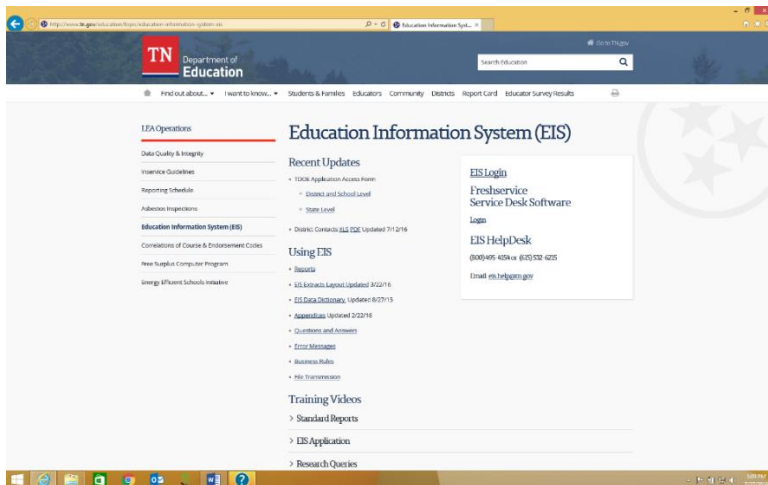
- department's operational database;
- primary data source for federal reporting requirements; and is
- updated nightly with data transmitted from LEA student information systems (SIS) and other databases that contain student, teacher, school, and district data.

Checking Your Data in SIS and EIS

- Take advantage of online and on-site opportunities to learn about your SIS and EIS.
- Meet regularly with program and technology staff as well as EIS contacts to review your data in SIS and EIS.
- If your district permits program staff to access EIS, request a login.
- Use the EIS Research Queries to compare the data in EIS with the data in your SIS.
- Correct discrepancies in SIS, and upload revisions to EIS.
- Keep in mind that discrepancies might be due to processing errors that prevent your data from uploading from your SIS to EIS.
- EIS contacts should check for three types of upload errors:
 - block approval errors,
 - dynamic errors, and
 - extract file errors.

EIS Home Page

<http://www.tn.gov/education/topic/education-information-system-eis>

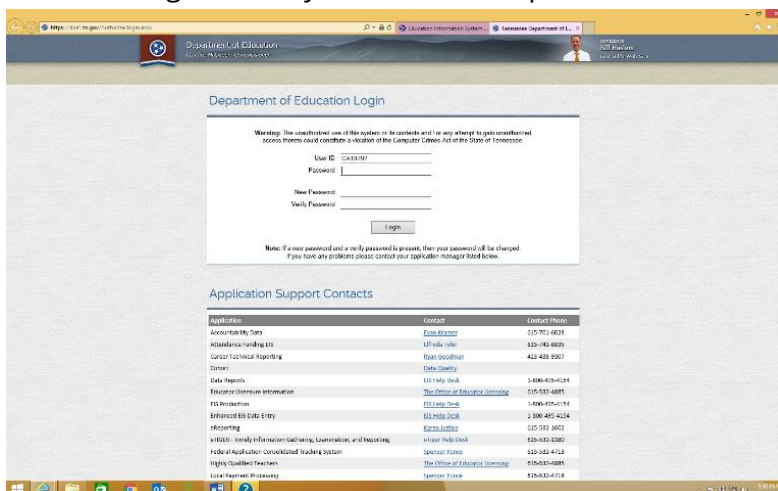


The EIS home page contains many valuable resources including:

- Reports
- Extracts
- Data Dictionary & Appendices
- Training Materials
- HELP Desk
 - eis.help@tn.gov
 - (800) 495-4154 or (615) 532-6215

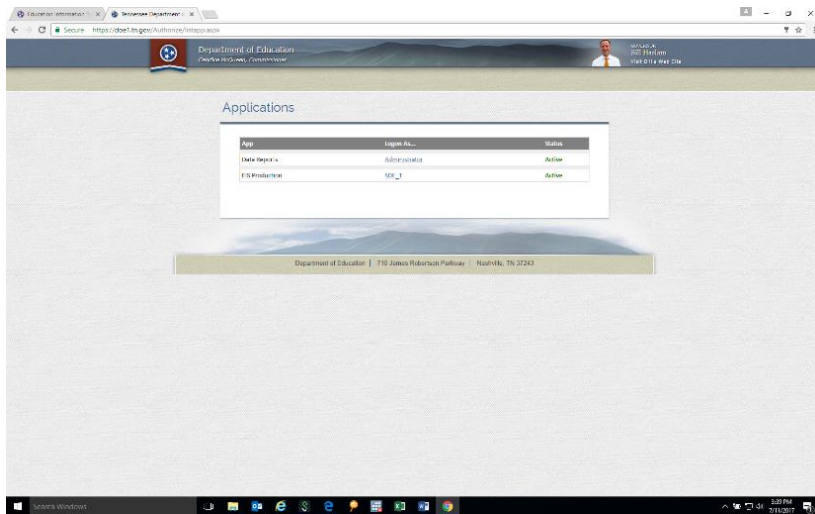
EIS Login

- Log in to EIS to conduct a student, staff, school, or district search.
- To log in, enter your user ID and password.



Applications

- Choose “Data Reports” to run a research query.
- Choose “EIS Production” for an individual student search.

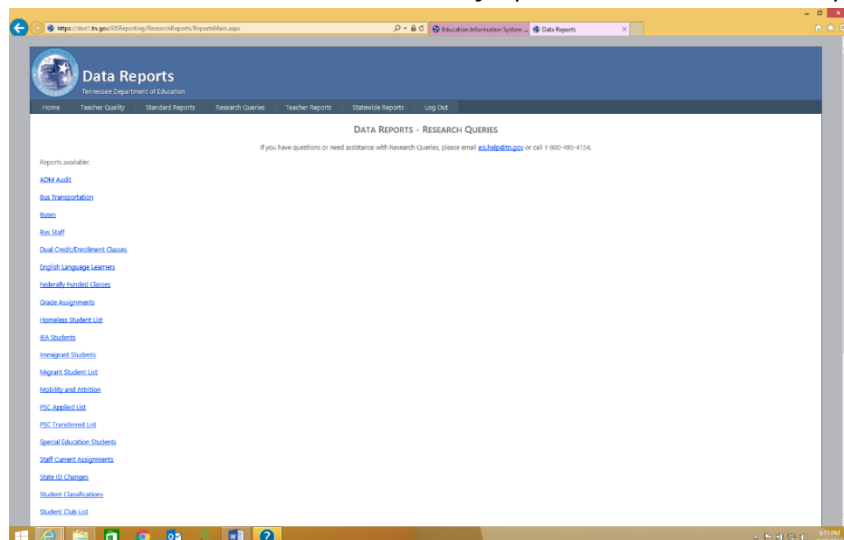


Research Queries

- To run a research query, select “Data Reports / Research Queries.”



- Select one of the Research Query options to run the data report.



Viewing and Downloading EIS Data

- Select one of the research queries. (The English language learner research query is shown below.)
- **Enter the year as the “fall” part of the school year.**
 - **Use 2017 for 2017-18.**
 - **Use 2016 for 2016-17.**
- In the “School” box, select “All Schools” for a district report.
- Choose other filters (e.g., grade, gender, race-ethnicity) if desired.
- Select “View Report” (right side of the page).
- To download the data to csv or Excel format, select the File icon (to the right of “Find | Next”).
- Choose “Open” or “Save” to view the data.

Department Registration Naming Practices

This section gives guidance on what documents to request at registration and how to record names. These suggestions are designed to reduce/eliminate errors in name order, spacing, and spelling.

1. Identify official documents and request that the family brings them to registration.
 - a. Enroll each student **using the name as it appears** on the official document (e.g., birth certificate, immigration document) provided by the family at registration.
 - b. If the name includes two last names, enter both in the last name cell on your data entry screen:
Maria Isabel Rojas Villanueva
First Name: Maria Middle Name: Isabel
Last Name: Rojas Villanueva
 - c. If the name includes a hyphen*, include it:
Enrique Jose Ruiz-Martinez
First Name: Enrique Middle Name: Jose
Last Name: Ruiz-Martinez
 - d. If the name includes spaces*, include them:
Abdul Rahman Al Alawi
First Name: Abdul Middle Name: Rahman
Last Name: Al Alawi

***If your student information system does not accept hyphens and/or spaces, the vendor should change its coding to accommodate the department's requirements.**

2. If the official document does not list a last name for the student, please use the father's last name. If the birth certificate lists:
First Name: Elena Middle Name: Angelica
Last Name: _____
Father's Last Name: Allende
Mother's Last Name: Alvarez
Enter the name as: Elena Angelica Allende
3. If the student's father's last name is not listed on the document, please use the mother's last name. If the birth certificate lists:
First Name: Khai Middle Name: Van
Last Name: _____
Father's Last Name: _____
Mother's Last Name: Nguyen
Enter the name as: Khai Van Nguyen
4. Discuss the importance of using a consistent student name with the family (i.e., same names, order, spelling).

5. If different forms of the student's name exist, write down the name entered at registration, and explain that the same spelling must be used in all transactions with the school system.
6. Verify date of birth, and explain the importance of using a consistent date of birth.

Confidentiality and Data Security

FERPA

- Student-level data are subject to the Federal Educational Rights and Privacy Act (FERPA) and must remain confidential.

Storing and Securing Data

- Never include student-level data in email.
- Do not save student-level data in laptops, hard drives, thumb drives, or other portable devices.
- At the end of your session, delete the data (including recycling bin/trash) or move to a network folder or another secure site.
- Lock or log off of your computer when you leave your desk.
- Do not share log-in information with anyone.

Password Protection in Excel

- If you save the data, choose "Save As" to save in Excel.
- Add password protection to enhance the security of the file.
 - Select: "File" / "Protect Workbook" / "Encrypt With Password."
 - Enter a password. (Choose something that is confidential and easy to remember. Include lower case and upper case letters as well as numbers.)
 - "Re-enter password to proceed" will appear. Re-enter your password. (This is a validation measure. The password must appear exactly the same as in the initial entry.)
 - When you open the file, you will receive a message: "File.xls" is protected. At the Password prompt, enter your password.
 - Send the encrypted file to other users.
 - Do not email the password to other users. Provide the password over the phone or in person.

Identifying and Removing Duplicate Records in Excel

EIS Data Downloads

- EIS is a transactional database. As a result, Excel and csv files downloaded from EIS will contain duplicate records for students with multiple enrollments and data updates.
- Removing duplicates will help you reconcile your data with the unduplicated LEA-level and school-level counts that CPM provides districts to review.

Identifying Duplicate Records

- Highlight all of the data.
- Sort by state ID.
 - Select "Data" / "Sort" / "Custom Sort" / "Sort by State ID (lowest to highest)"
- To add the second sort level, choose "Add Level" (on the left side of the screen). To sort by enrollment data, select "Begin Date (newest to oldest)."
- To highlight students with more than one record, highlight the state ID column (column A).
 - Select "Home" / "Conditional Formatting" / "Highlight Cell Rules" / "Duplicate Values."
 - Select "OK." Duplicate records will be highlighted in red.
- Review the data.

Removing Duplicate Records

- Highlight **all** of the data.
- Select "Home" / "Data" / "Remove Duplicates."

Economically Disadvantaged

- The economically disadvantaged (ED) subgroup for assessment, accountability, and Basic Education Program (BEP) funding consists of students eligible for free school meals due to:
 - direct certification of economic disadvantage (J) as participants in federal/state income/nutrition programs (e.g., TANF, SNAP); or
 - categorical eligibility through their status as Homeless (H), Migrant (I), Runaway (U) and foster care (FOS01) students.
- Participants in Temporary Assistance for Needy Families (TANF) and Supplemental Nutrition Assistance Program (SNAP) are:
 - identified from the list that Human Services provides School Nutrition each month; and
 - coded with the J-Direct Certification of Economic Disadvantage student classification.
- Homeless, migrant, runaway, and foster care students are:
 - coded with the J- Direct Cert student classification **IN ADDITION TO**
 - the H-Homeless, I-Migrant, U-Runaway, and FOS01-Foster Care student classifications, respectively.

X, Y, Z, and 3-CEP Changes for 2017-18

- As of 2017-18, the X-Free Lunch, Y-Reduced Price Lunch, Z-Paid Lunch, and 3-CEP student classifications will not be collected, since they are no longer used for accountability and BEP funding.

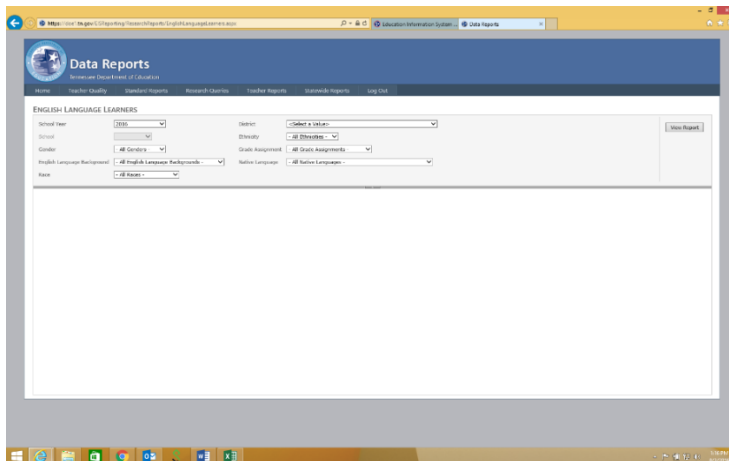
English Learners

English Learners Research Query

To conduct an English learners research query:

- Select "Data Reports" / "Research Query" / "English Language Learners."
- Choose an English Language Background classification:
 - **English Learner (L)** - first language is not English and qualifies for direct English as a second language (ESL) services
 - **Waived Direct ESL Services (W)** - an English learner who declined direct ESL services in order to receive ESL services in a regular classroom
 - **Transitional Year 1 (T1 or 1)** - first transition year from ESL
 - **Transitional Year 2 (T2 or 2)** - second transition year from ESL
 - **Transitional Year 3 (T3 or 3)** - third transition year from ESL
 - **Transitional Year 4 (T4 or 4)** - fourth transition year from ESL

- **Former English Learner (F)** - former EL status attained upon completion of the *fourth* transitional year
- **Non-English Language Background (NELB or N)** - first language is not English and the student **never** qualified for ESL services
 - NELBs are screened for English language proficiency, because a language other than English appears on the Home Language Survey (HLS).
 - Do not screen for English language proficiency unless a language other than English appears on the Home Language Survey (HLS).
- **English Native (E)** - native English speaker



For additional details, see the EIS Data Dictionary's Appendix E, English Language Background (ELB).

English Language Learners Research Query

The table below illustrates the Excel file that will be generated by an English learner research query.

Sch #	Last Name	State ID	ELB	Native Language	Birth Country
11	XXX	XXXX	L	SOM	Somalia
40	XXX	XXXX	W	JAP	Japan
36	XXX	XXXX	1	SPA	Mexico
100	XXX	XXXX	2	SPA	United States
36	XXX	XXXX	F	SPA	Mexico
40	XXX	XXXX	N	SPA	United States
100	XXX	XXXX	E	ENG	United States

- **Native Language**
 - L,W,1, 2, 3, 4, F, N – Native Language is **never** English
 - E - Native Language is **always** English
 - Some SIS packages default to English if no language is entered.

- **Birth Country**
 - Complete for all students

2017-18 Changes Affecting English Language Background and Related Fields

- **Native Language**
 - Missing values (blanks) not permitted
 - ENG not permitted for students with English language background classifications of L,W,1, 2, 3, 4, F, and N
- **English language background classification** permissible values limited to L,W,1, 2, 3, 4, F, N, and E
 - **G-Completed ESL in High School** (removed from collection in 2015-16) and other values not accepted
- **Date First Enrolled in ESL** not collected
- **Date First Enrolled in U.S. school** required for students with English language background classifications of L,W,1, 2, 3, 4, F, and N

State BEP Funding

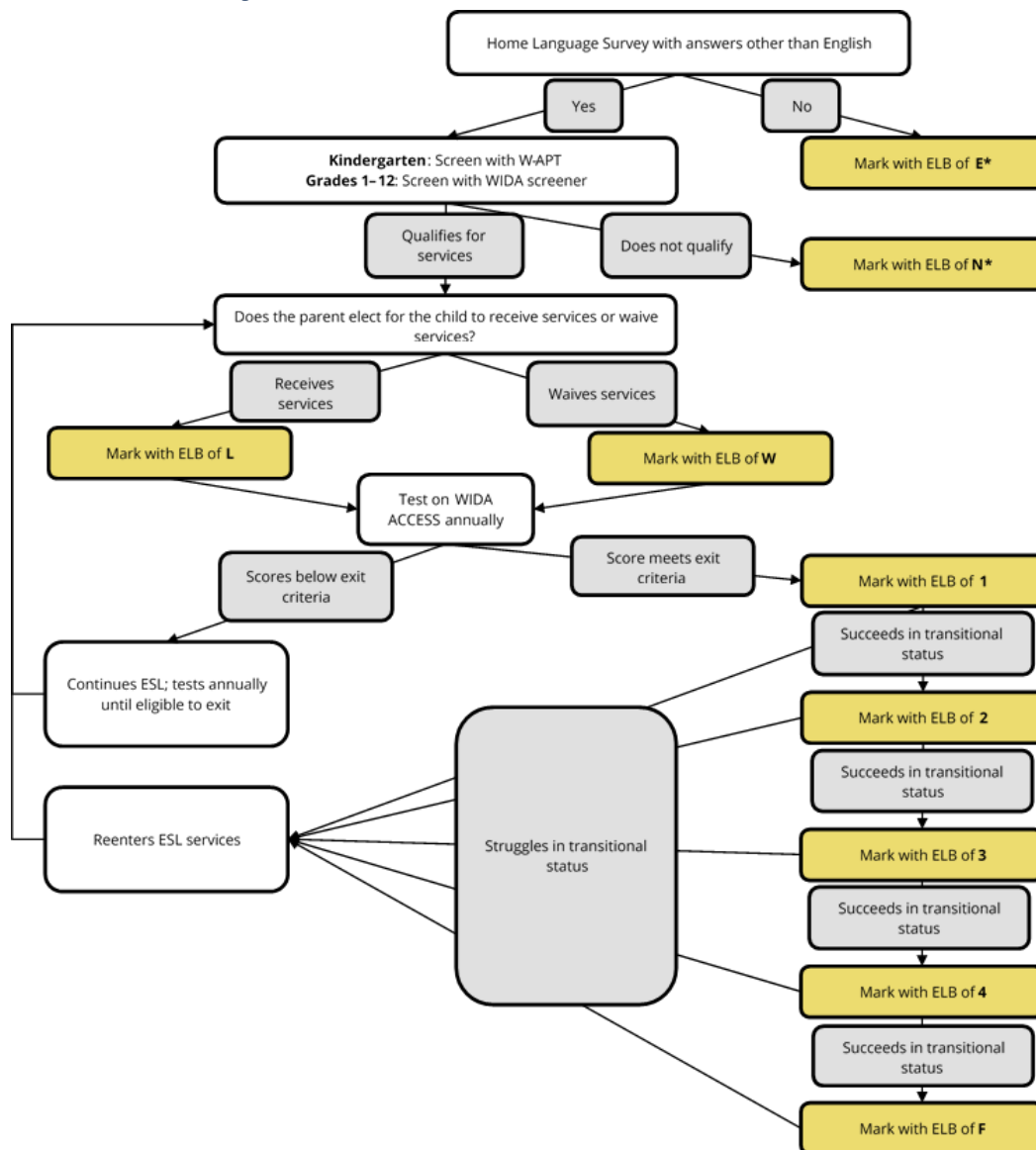
The following four classifications determine EL BEP funding:

- English Learner (L)
- Waived Direct ESL services (W)
- Transitional Year 1 (T1 or 1)
- Transitional Year 2 (T2 or 2)

Federal Reporting

- **English Learners or Limited English Proficient (LEP):** For federal reports (e.g., EDFacts files) that request data on English learners or limited English proficient (LEP) students, use:
 - English Learner (L), and
 - Waived Direct ESL services (W).
- **Former EL Being Monitored or LEP Being Monitored**
 - Transitional Year 1 (T1 or 1)
 - Transitional Year 2 (T2 or 2)
 - Transitional Year 3 (T3 or 3) (as of 2017-18)
 - Transitional Year 4 (T4 or 4) (as of 2017-18)

English Learner Identification Process



*Districts should continue to code students with this value through the end of grade 12.

ELB Coding Expectation for English Learners

Students' English language background (ELB) values should progress sequentially. Improving data quality will:

1. bolster student outcomes by providing appropriate supports and services,
2. ensure districts receive correct funding for the students they serve, and
3. satisfy federal monitoring requirements more accurately.

Only the codes listed in columns 3 and 4 below may follow the current code. Codes other than those listed are invalid.

Current Code	Code(s) Immediately Preceding	Most Common Code(s) Immediately Following	Less Common Code(s) Immediately Following
E	• E	• E	• N/A
N	• N	• N	• N/A
L	• L • W • 1 (if return post-exit)	• L • W • 1	• N/A
W	• L • W • 1 (if return post-exit)	• L • W • 1	• N/A
1	• L • W	• 2	• L • W
2	• 1	• 3	• L • W
3	• 2	• 4	• L • W
4	• 3	• F	• L • W
F	• 4 • F	• F	• L • W

The business rules below outline progressions of ELB values.

1. Students classified as L can only be coded as L, W, or 1 in subsequent years.
2. Students classified as W can only be coded as L, W, or 1 in subsequent years.
3. Students classified as 1, 2, or 3 can only be coded as 2, 3, or 4, respectively, in subsequent years (or L or W **only** when students struggle and require ESL services again).
4. Students classified as 4 can only be coded as F in subsequent years (or L or W **only** when students struggle and require ESL services again).
5. A student should have only one ELB value in a single year.
6. Students with ELB values of N, L, W, 1, 2, 3, 4, or F should not have a Native Language value of "ENG."
7. Students with Native Language values of "ENG" should not have ELB values of N, L, W, 1, 2, 3, 4, or F.
8. Students previously coded as E, F, or N should **only** have the same code in subsequent years.

Districts should provide the services students require to be successful regardless of ELB. Students may be reclassified as L or W if they struggle to transition. Students who re-enter services must follow the same progression as if they had not exited (i.e., they should be coded as 1 the year after exiting again even if they exited previously).

Foster Care

Reporting

- In 2017-18, foster care students are being added as a subgroup for graduation rate and assessment/accountability reporting.

Federal Definition

- Children in foster care are defined as “children placed away from their parents or guardians by the Department of Children’s Services (DCS) in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions and pre-adoptive institutions, and other settings.”

Identification

- LEAs identify foster care students from the list that DCS provides school nutrition each month.
- Flag these students with student classifications in SIS, and upload to EIS.

Student Classifications

- 2016-17: J-Direct Certification of Economic Disadvantage
- **2017-18: The new FOS01-Foster Care student classification AND J-Direct Certification of Economic Disadvantage** since foster care students are categorically eligible for free school meals and are part of the economically disadvantaged subgroup
- Flag **all foster care students enrolled in your district with the FOS01-Foster Care AND J-Direct Cert student classifications** regardless of placement to ensure that all foster care students are identified for assessment, accountability and BEP funding.
- To check your data in EIS, select “Data Reports” / “Research Queries” / “Student Classifications” / “Foster Care (FOS01).”

Federal Title Allocations

- These EIS student classifications are not used in the federal Title allocations, which are determined in a separate process by the department’s finance division.

Best Interests of the Child and School of Origin

- Under ESSA, states, districts, and child welfare agencies (CWA) must collaborate to promote the best interests of foster children including:
 - prioritizing enrollment in school of origin (SOO),
 - immediately enrolling in another school if SOO is not in best interest,
 - transferring academic and other records, and
 - developing procedures to provide and fund transportation.

Homeless

A homeless student is a student who lacks a fixed, regular, and adequate nighttime residence and whose primary nighttime residence is one of the following:

- 01 - shelters or transitional housing,
- 02 - doubled up (living with other persons due to economic reasons),
- 03 - unsheltered (cars, parks, campgrounds, trailer parks, abandoned building), or
- 04 - hotels/motels due to lack of alternative adequate accommodations.

Homeless Primary Nighttime Residence

- All homeless students must have one of the four primary nighttime residence codes (01-04 listed above) **AND** the homeless (H) student classification.

Homeless Student Classification (H)

- The Homeless (H) student classification is:
 - “Yes” for homeless students (as defined above).
 - “No” for other students.
- The homeless student classification (H) is the core homeless identifier for accountability, assessment, funding, and reporting.

Homeless Status Applies for the School Year

- Once a student is identified as homeless:
 - the student is eligible for services for the *remainder of the school year*, and
 - the Homeless (H) student classification (H) is Y in the current and all future enrollments *during the school year*.
- Use the appropriate primary nighttime residence code (01-04) for each enrollment. Use the code from the initial homeless identification if the student obtains permanent housing.
- When homeless students transfer during the school year:
 - Receiving schools/districts use the enrollment begin date as the begin date for the homeless fields.
 - Departing schools/districts use the enrollment withdrawal date as the end date for the homeless fields.
 - Communication between homeless liaisons and records staff in departing and receiving schools/districts will facilitate this process.

Homeless Unaccompanied Youth

- “Yes” for students who are homeless **AND** who are not living with a parent or legal guardian
- Otherwise, “No” or “Null”

Homeless Served with McKinney-Vento Funds

- “Yes” for homeless students served by McKinney-Vento subgrants
- Otherwise, “No” or “Null”
- Under ESSA, federal reporting requirements increase focus on the number of preschool children served with McKinney-Vento subgrants.

2017-18 McKinney-Vento Subgrantees

LEAID	LEA	LEAID	LEA
20	Bedford County	500	Lawrence County
821	Bristol	570	Madison County
180	Cumberland County	630	Montgomery County
190	Davidson County	720	Rhea County
320	Hamblen County	740	Robertson County
330	Hamilton County	750	Rutherford County
370	Hawkins County	792	Shelby County
93	Huntingdon	820	Sullivan County
901	Johnson City	830	Sumner County
822	Kingsport	890	Warren County
470	Knox County	950	Wilson County

Economically Disadvantaged Subgroup

- Homeless students are part of the Economically Disadvantaged (ED) subgroup and are coded with J-Direct Certification of Economic Disadvantage student classification **in addition to** the H-Homeless student classification.

Homeless Data in Your SIS and EIS

SIS Screens

- The homeless fields are located on two screens in some SIS packages. In such cases:
 - The Homeless (H) student classification is on one screen.
 - Homeless primary nighttime residence, homeless served by McKinney-Vento, and homeless unaccompanied youth are on a different screen.
- If you are not familiar with these screens:
 - check with your vendor, or
 - request screen shots from the department’s homeless liaison.

EIS Extracts

- The homeless fields upload to EIS on two extracts.
 - Extract 44 - homeless (H) student classification.
 - Extract 41 - homeless primary nighttime residence, homeless served by McKinney-Vento, and homeless unaccompanied youth.

Year-End and Rollover Procedures

- To avoid rolling over the four homeless fields to the next school year, districts might need to:
 - Close out open or active homeless records at the end of the school year separately from the SIS rollover.
 - Contact SIS vendors for information on year-end procedures.

EIS Homeless Research Query

- Select “Data Reports” / “Research Queries” / “Homeless Student List.”
- Select “Any” for all homeless students enrolled in your district.

Homeless Research Query: No Discrepancies

Sch #	Last Name	State ID	Homeless McKinney Vento	Homeless Residence	Homeless Unaccomp. Youth	Homeless (H) Stu. Class.
15	XXX	XXX	Y	02	Y	Y
30	XXX	XXX	Y	04	N	Y
45	XXX	XXX	N	01	N	Y
55	XXX	XXX	N	03	N	Y

- All homeless students must have one of the four homeless primary nighttime residence codes (01-04).
- The homeless (H) classification must be “Yes (Y)” for all homeless students.

Homeless Research Query: With Discrepancies

Sch #	Last Name	State ID	Homeless McKinney Vento	Homeless Residence	Homeless Unaccomp. Youth	Homeless (H) Stu. Class.
15	XXX	XXX	Y	02	Y	N
30	XXX	XXX	Y	04	N	N
45	XXX	XXX	N		N	Y
55	XXX	XXX	N	00	N	Y

- Compare the homeless primary nighttime residence (third column from the right) with the homeless (H) student classification (far right).
 - If homeless residence is 01-04, the homeless (H) student classification should be “Y” **not** “N” (or vice versa).
 - If the homeless student classification is “Y,” the homeless nighttime residence should be 01-04 **not** blank, 0, or 00.
 - 0 and 00 are **not** valid primary nighttime residence codes.

Immigrant

- The immigrant flag is:
 - “Yes” for students who were **not** born in one of the fifty U.S. states, the District of Columbia, or Puerto Rico.
 - “No” for students born in the U.S.
- **The immigrant flag is a permanent part of the student record and is “Yes” for students who were not born in the U.S. for their entire enrollment history.**
- Use the Immigrant Students research query to check your data.
 - Select “Data Reports” / “Research Queries” / “Immigrant Students.”
 - Select “Yes” to produce a list of immigrant students.

Related Required Fields

- **Date First Entered U.S. School** identifies immigrant students who have been in a U.S. school for three or fewer years.
- **Country of Birth** can **NEVER be the U.S.** for an immigrant.

Special Cases and Exceptions

- U.S. citizens not born in the U.S., including foreign adoptees, qualify as immigrants but may choose to opt out of immigrant status and immigrant services. (Immigrant services facilitate the acclimation process for students with foreign backgrounds during their first three years in U.S. schools.)
- Foreign exchange students are **not** identified as immigrants.

Immigrant Research Query Results

The table below illustrates the Excel file that will be generated by an immigrant research query.

Sch #	Last Name	State ID	Homeless McKinney Vento	Homeless Residence	Homeless Unaccomp. Youth	Homeless (H) Stu. Class.
15	XXX	XXX	Y	02	Y	Y
30	XXX	XXX	Y	04	N	Y
45	XXX	XXX	N	01	N	Y
55	XXX	XXX	N	03	N	Y

Migrant

Certificate of Eligibility (COE) and Qualifying Arrival Date (QAD)

- Conexion Americas, acting on behalf of the department, uses a qualifying arrival date (QAD) to certify students as migrants through the granting of a Certificate of Eligibility (COE).¹
- The QAD date determines migrant status. Students exhaust eligibility for migrant services 36 months from the QAD (although services continue through the completion of a term).
- Students who are eligible for migrant services in:
 - **2017-18 have QAD dates of 9/2/2014 or later.**
 - **2016-17 have QAD dates of 9/2/2013 or later.**
- Federal Reporting: students eligible for migrant services one or more days during the program year (Sept. 1–Aug. 31).

TNMigrant Website

- Conexion Americas enters data for eligible migrant students in the TNMigrant website (<http://tn.msedd.com>) and uses the TNMigrant website to exchange documents securely with each district's migrant liaison.
- For access to the TNMigrant website, migrant liaisons should contact Elena Cruz at Conexion Americas (elena@conexionamericas.org).

Identifying and Flagging Migrant Students

Step 1: Review the Migrant Student Files in the TNMigrant website.

- To identify students who should be flagged with the Migrant (I) student classification in SIS/EIS, log in to the TNMigrant website at <http://tn.msedd.com>.
- For access to the TNMigrant website, migrant liaisons should contact Elena Cruz at Conexion Americas (elena@conexionamericas.org).
- Go to the "Resources" folder.
- Review the "Migrant Student List" Excel files posted monthly.
- Pay close attention to the "Action_Needed" column (rightmost column), which lists one of three actions needed for each student included in the file:
 - Remove the migrant (I) student classification in SIS/EIS; this student is not a migrant.

¹ A child is eligible for migrant educational services if she or he: A) Is younger than 22 (and has not graduated from high school or does not hold a high school equivalency certificate), **AND** B) Is a migratory agricultural worker, migratory fisher or has a parent, spouse, or guardian who is a migratory agricultural worker or migratory fisher, **AND** C) Performs, or has a parent, spouse, or guardian who performs qualifying agriculture or fishing employment as a principle means of livelihood, **AND** D) Has made a move in the last three years, 1) out of economic necessity, 2) from one school district to another, and 3) from one residence to another; OR in a state that is comprised of a single school district, has moved from one administrative area to another within such district.

- Add the migrant (I) student classification in SIS/EIS to identify this student as a migrant.
- None; the migrant (I) student classification is correct in SIS/EIS.

Sample Migrant Student Excel File Posted in TNMigrant Website

QAD	State ID	Name	Sch #	Enroll. Date	With. Date	Migrant (I) Stu. Class.	Action_Needed
	XXXX	XXXX	20	8/1/17		I	Remove I in SIS/EIS - Student is not migrant.
10/7/16	XXXX	XXXX	20	8/1/17			Add I in SIS/EIS - Student is migrant.
1/15/17	XXXX	XXXX	20	8/1/17		I	None - I is correct in SIS/EIS.

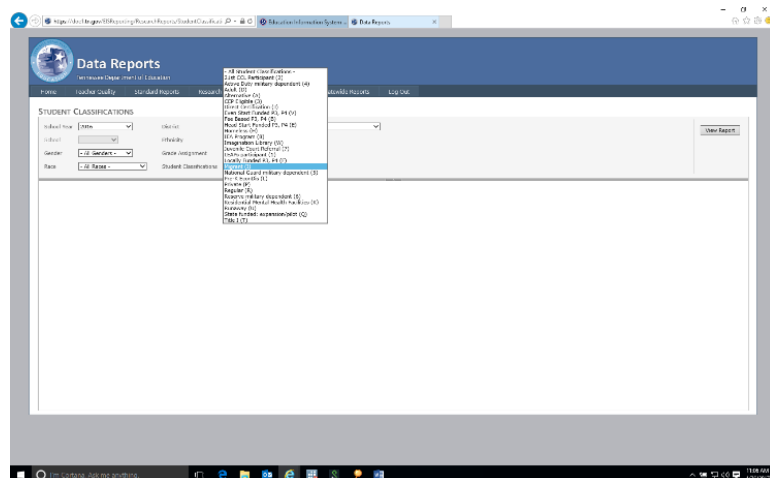
Step 2: Entering the Migrant (I) Student Classification in SIS

- Add/remove the Migrant (I) student classification in your SIS for each enrollment listed in the "Action_Needed" column in the Excel file in the TNMigrant website.
- *When migrant students transfer during the school year:*
 - Receiving schools/districts:
 - Use the Migrant (I) student classification to identify the students as migrant in the new enrollment.
 - Use the enrollment begin date as the Migrant (I) student classification begin date.
 - Departing schools/districts use the enrollment withdrawal date as the migrant (I) student classification end date.
 - Keep in mind that services typically continue through the end of a term when migrant students' 36 months of eligibility expires.
- If you do not see a "Migrant Student List" in your "TNMigrant / Resources" folder, no migrant students are enrolled in your school district during the school year.

Step 3: Checking Your Data in EIS

- Confirm that the revisions entered in your SIS uploaded to EIS.
- In EIS, select "Data Reports" / "Research Queries" / "Student Classifications" / "Migrant (I)."
- If there are discrepancies, enter corrections in your SIS and upload revisions to EIS.
- Use the Student Classifications research query to confirm that your revisions uploaded to EIS.

Student Classifications Research Query



Migrant (I) Student Classification Research Query Results

The table below illustrates the excel file that will be generated by a migrant research query.

Sch #	Last Name	State ID	DOB	Sex	Grade	Migrant (I) Student Classification
25	XXXXX	XXXXX	XXX	F	5	I
90	XXXXX	XXXXX	XXX	M	12	I

Economically Disadvantaged Subgroup

- Migrant students are part of the Economically Disadvantaged (ED) subgroup and are coded with J-Direct Certification of Economic Disadvantage student classification **in addition** to the Migrant (I) student classification.

For 2009-10 through 2015-16

- Migrant Student List Research Query:** The migrant student list research query, which used qualifying arrival date (QAD) and school year to identify migrant students from 2009-10 through 2015-16, is no longer available.
- Student Classifications Research Query:** The department will update the migrant (I) student classification with data from 2009-10 through 2015-16 shortly.
- The department users of EIS Discoverer:** Impose a school year condition and the related QAD condition from the migrant students table (e.g., for SY 2015-16, QAD >= 9/2/2012). For prior school years, adjust the QAD condition.

Military-Related

Under ESSA regulations that go into effect in the 2017-18 school year, districts are required for assessment/accountability purposes to identify students whose parent(s) or legal guardian(s) fall within certain military-related classifications.

- According to the U.S. Department of Education (ED), "We want all military-connected school children to have an equal and fair opportunity for academic success. This requires that those individuals who make up our nation's educational system—our teachers, principals, school nurses, coaches, and counselors—understand the unique situations the children of our service members experience."
 - For more information about ED's commitment to and services for military families, please go to <https://www.ed.gov/veterans-and-military-families>.
- As of 2014-15, there are three military-related student classifications in EIS:
 - 4-Active Duty Military
 - 5-National Guard Military
 - 6-Reserve Military Dependent
- Districts should collect these data through their registration/enrollment/data collection procedures.
- **Which students should be coded as 4-Active Duty?**
 - Students with a parent or guardian on:
 - Full-time Army, Navy, Air Force, Marine Corps, or Coast Guard duty;
 - Full-time National Guard duty; or
 - Active Guard Reserve (full-time Reserve duty).
- **Which students should be coded as 5-National Guard Military?**
 - Students with a parent or guardian who participates in the National Guard on a part-time basis
- **Which students should be coded as 6-Reserve Military Dependent?**
 - Students with a parent or guardian who participates on a part-time basis in the Reserves of a branch of the armed forces (Army, Navy, Air Force, Marine Corps, or Coast Guard)
- **What if both parents are active duty military?**
 - The student would be coded once with classification 4.
- **What if one parent is active duty military and one parent has part-time Reserve or National Guard duty?**
 - The student would be flagged with classification 4 and with classification 6 or classification 5 (whichever applies).
- **What if a student is enlisting in the military?**
 - These classifications refer to the status of the student's parent or guardian. These classifications do not refer to students who are entering the military.

- **Where can I find more information?**
 - Here are some additional resources:
 - *Annual Mandatory Collection of Elementary and Secondary Education Data through ED Facts (military comments begin on p. 210)*
<https://ed.gov/policy/elsec/leg/essa/essaaccountstplans1129.pdf>
 - *Every Student Succeeds Act & the Military Student Data Identifier*
<http://www.militarychild.org/Every-Student-Succeeds-Act-the-Military-Student-Data-Identifier>
- **How can I check my data in EIS?**
 - Use the Student Classifications Research Query.
 - Select "Data Reports" / "Research Queries" / "Student Classifications" / "4-Active Duty Military" / "5-National Guard Military" / "6-Reserve Military Dependent."

Race-Ethnicity

A two-step process identifies race-ethnicity for all students.

Step 1: Each family identifies each student as Hispanic or non-Hispanic.

Code	Hispanic or Non-Hispanic
H	Hispanic or Latino
N	Non-Hispanic

Step 2: Each family identifies **ALL** races that apply for each student.

Code	Race
I	American Indian or Alaskan Native
A	Asian
P	Native Hawaiian or Other Pacific Islander
B	Black or African American
W	White

Source: EIS Data Dictionary, Appendix C, Race / Ethnic Origin

Race- Ethnicity Examples

Student	Birth Country or Ancestors From	Race-Ethnicity
Joe Artois	Haiti	Non-Hispanic Black/African American
Jose Rodriquez	Mexico	Hispanic White
Juana Martinez	Peru	Hispanic White American Indian/ Alaska Native
Dolores Smith	Dominican Republic	Hispanic Black/African American
Omar Khan	Pakistan	Non-Hispanic Asian
Roohi Singh	India	Non-Hispanic Asian White

Runaway

- A runaway is a youth under the age of 18 who leaves his/her home/legal residence without the permission of a parent or guardian.
- Runaway students are flagged with the U-Runaway student classification.
- Runaway students are part of the Economically Disadvantaged (ED) subgroup and are coded with J-Direct Certification of Economic Disadvantage student classification **in addition to** the U-Runaway student classification.
- Use the Student Classifications Research Query to check your data.
 - Select "Data Reports" / "Research Queries" / "Student Classifications" / "Runaway (U)."

Students with Disabilities

Students with Disabilities Research Query

- Select “Data Reports” / “Research Queries” / “Students with Disabilities.”
- Select “Disability Code.” Select among codes 1-18.
- Disability codes 3 (intellectually gifted) and 16 (functional delay) are excluded for federal reporting.
- These data are transmitted to EIS from Easy/IEP.

The screenshot shows the "Data Reports" interface for the Tennessee Department of Education. The "STUDENTS WITH DISABILITIES" section is active. The "Disability Code" dropdown menu is open, displaying a list of codes from 1 to 18. The list includes: 1 - Specific Learning Disabilities, 2 - Intellectual Disability, 3 - Intellectually Gifted, 4 - Speech Impairments, 5 - Language Impairments, 6 - Emotional Disturbance, 7 - Autism, 8 - Other - Health Impairments, 9 - Orthopedic Impairments, 10 - Deafness, 11 - Hearing Impairments, 12 - Blind, 13 - Visual Impairments, 14 - Deaf-Blindness, 15 - Multiple Disabilities, 16 - Functional Delay, 17 - Developmental Delay, and 18 - Traumatic Brain Injury.

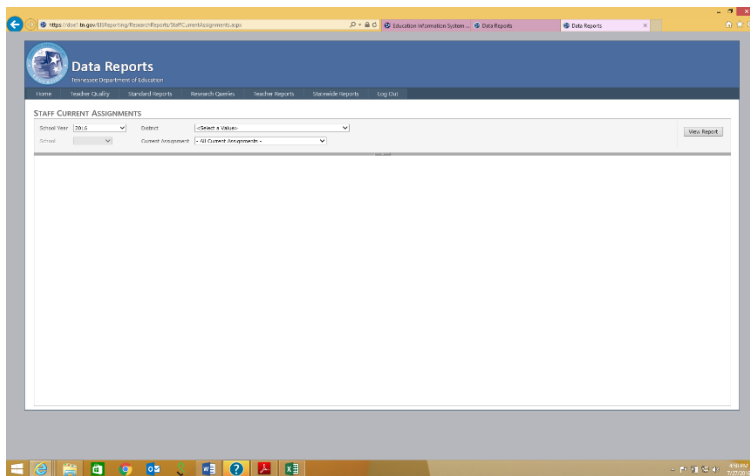
For additional information, see the EIS Data Dictionary, Appendix N Special Education Student Disability Codes.

- | | |
|----------------------------------|-----------------------------|
| 1 - Specific Learning Disability | 10 - Deafness |
| 2 - Intellectual Disability | 11 - Hearing Impairments |
| 3 - Intellectually Gifted | 12 - Blind |
| 4 - Speech Impairments | 13 - Visual Impairments |
| 5 - Language Impairments | 14 - Deaf-Blindness |
| 6 - Emotional Disturbance | 15 - Multiple Disabilities |
| 7 - Autism | 16 - Functional Delay |
| 8 - Other- Health Impairments | 17 - Developmental Delay |
| 9 - Orthopedic Impairments | 18 - Traumatic Brain Injury |

Teachers and Other Licensed Staff

Staff Current Assignments Research Query

- Select “Data Reports” / “Research Queries” / “Staff Current Assignment.”
- All teachers and other school-based, licensed educators (principals, assistant principals, supervisors, instructional coaches, librarians, media specialists, counselors, social workers, psychologists, speech therapists, etc.) must have a current assignment(s) uploaded to EIS from your student information system.
- Check begin and end dates for accuracy.
- For 2017-18, begin date \geq 7-1-17 and end date \geq 7-1-17, or end date is “Null.”
- Select a specific assignment code or any for all assignment codes.
- Staff counts are used for Title III and other federal reporting.
 - **Title III: The assignment code is EL for ESL teachers.**
- Although the EIS Data Appendix I contains staff current assignments, the most complete list of current assignments might be available in the EIS research query.



Staff Current Assignments Query Results – ESL Teachers

The table below illustrates the Excel file that will be generated by an ESL teacher research query.

Sch #	Last Name	License #	Current Assignment	Begin Date	End Date
5	XXXXX	XXXXX	EL	8/6/2015	
10	XXXXX	XXXXX	EL	8/6/2015	
15	XXXXX	XXXXX	EL	8/6/2015	9/14/2016

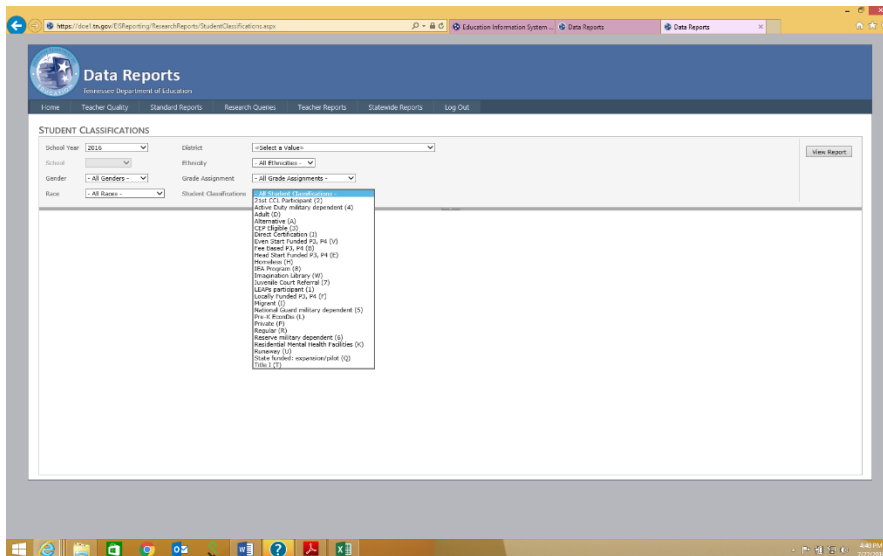
Title I

Title I: K-12 Schoolwide

- All students in grades K-12 in Title I-Schoolwide schools are Title I and are flagged with the Title I (T) student classification.

Student Classifications Research Query

- Select "Data Reports" / "Research Queries" / "Student Classifications."
- Select "Student Classifications" and "Title I (T)."



Title I-Schoolwide Research Query Results

The table below illustrates the Excel file that will be generated by a Title I schoolwide research query.

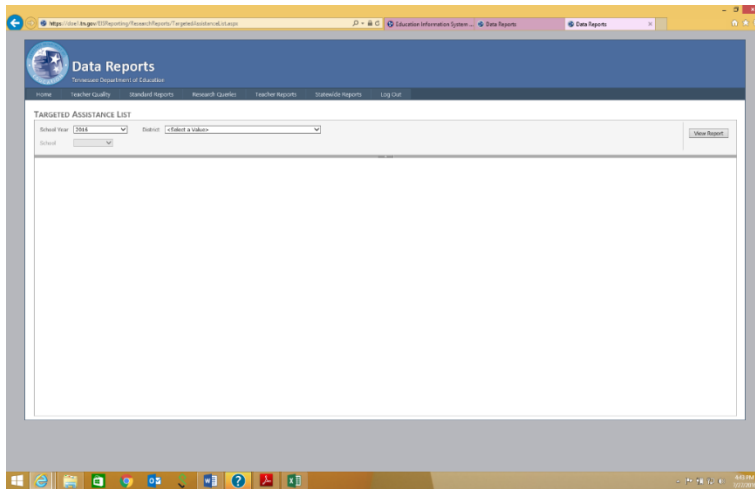
Sch #	Last Name	State ID	Grade	Stud. Class,
10	XXXXX	XXXXX	K	T
10	XXXXX	XXXXX	1	T
10	XXXXX	XXXXX	2	T
10	XXXXX	XXXXX	5	T
20	XXXXX	XXXXX	6	T
20	XXXXX	XXXXX	8	T
30	XXXXX	XXXXX	9	T
30	XXXXX	XXXXX	10	T
30	XXXXX	XXXXX	12	T

Title I K-12 Targeted Assistance

- **Title I Status**
 - “Yes (Y)” - Students receiving Title I instructional or support services in Title I-Targeted Assistance schools
 - “No (N)” - Students not receiving Title I instructional or support services in Title I-Targeted Assistance Schools
- **Targeted Assistance Instructional Services**
 - “Yes (Y)” for each instructional service received by Title I students in Title I-Targeted Assistance (TA) schools:
 - 01-Math
 - 02-RLA
 - 03-Science
 - 04-Social Studies
 - 05-Vocational
 - 06-Other
 - “No (N)” otherwise
- **Targeted Assistance Support Services**
 - “Yes (Y)” for each support service received by Title I students in Title I-Targeted Assistance (TA) schools:
 - 01-Health
 - 02-Dental
 - 03-Eye Care
 - 04-Guidance
 - 05-Advocacy
 - 06-Other
 - “No (N)” otherwise
- “Y” must appear in at least one instructional or support service for students identified as Title I in Title I-Targeted Assistance schools.
- “N” must appear in all Instructional and support services for students **not** identified as Title I in Title I-Targeted Assistance schools.

Title I Targeted Assistance Research Query

- Select “Data Reports” / “Research Queries” / “Targeted Assistance List.”
- Select “All Schools” or choose a school.



Title I Targeted Assistance Instructional and Support Services Research Query Results

Sch #	Last Name	State ID	Title I Status (T)	Instructional Services						Support Services					
				01 -Math	02- RLA	03-Science	04-Social Studies	05-Vocational	06-Other	01 -Health	02- Dental	03-Eye Care	04-Guidance	05-Advocacy	06-Other
15	XXXXXX	XXXXXX	Y	Y	Y	Y	Y	N	N	Y	Y	Y	N	N	N
15	XXXXXX	XXXXXX	Y	Y	N	Y	N	N	N	N	N	N	Y	Y	N
15	XXXXXX	XXXXXX	N	N	N	N	N	N	N	N	N	N	N	N	N
15	XXXXXX	XXXXXX	N	N	N	N	N	N	N	N	N	N	N	N	N

Title I Pre-Kindergarten

Title I Funded Pre-K Classes and Students

- Most pre-K students are not Title I, even in Title I-SW schools.
- Title I Pre-K status depends on whether Title I funds support the class and student.

Schoolwide

- All pre-K students enrolled in *Title I funded preschool programs* in Title I Schoolwide schools are Title I students.

Targeted Assistance

- Pre-K students enrolled in *Title I - Targeted Assistance funded preschool programs* and supported by *Title I - Targeted Assistance funds* are Title I students.

Non-Title I

- Pre-K students enrolled in state/local/grant/IDEA funded preschool programs are not Title I students.

Schid	School	Title I Pre-K Program Status	P3 & P4 Students Coded as Title I (T)	P3 & P4 Enrollment
4	A	SW	20	20
5	B	TA	15	25
6	C			30

Title I Pre-K School List

- LEAs identify Title I-funded pre-K programs/classes on their Consolidated Applications.
- CPM posts a list of schools with Title I pre-K classes in ePlan / TDOE Resources / Title I Schools in Tennessee / Year.